Teaching and Learning Conference Program

*Enhancing student engagement in teaching and learning at Deakin University*

18–19 June 2009
Melbourne Campus at Burwood
Deakin University’s goal in teaching and learning is:

To work in partnership with students, staff, industry, employers and governments to ensure that Deakin’s academic programs are of high quality, relevant, informed by contemporary research and create a unique Deakin experience; and to be recognised as a national leader in flexible education.

Deakin University Strategic Plan 2008–2012
Delivering Effective Partnerships
PRINCIPLES OF TEACHING, LEARNING AND THE STUDENT EXPERIENCE

STUDENTS
1 focus upon learning outcomes
2 recognise and celebrate student diversity

CURRICULA
3 courses that are relevant and future-oriented
4 courses that are flexible

TEACHERS
5 teachers who are innovative and motivate students to learn
6 teachers who are scholarly and professional

LEARNING ENVIRONMENT
7 a learning environment that is flexible and responsive to student support needs
8 a learning environment which provides engagement with the University community.

www.deakin.edu.au/staff/teaching-learning/principles/
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**12.45–1.35**  **Einstein’s Café**  **LUNCH**  Library tour departs Library foyer (Building v) at 1.10
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Peter Brusco, John Devereaux, Anne Horn, Fofi Hronopoulos, Scott Nichols and Arlene Silvas |
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TECHNOLOGY RELATED RESEARCH BRIEFINGS  
Convenor: Susie Macfarlane  
The virtual maternity clinic: Rationales and processes for its development  
Diane Phillips, Maxine Duke, Anne Hepner, Cate Nagle, Denise Patterson, Glenn McNolty, Peter Lane and Ian Fox  
Journalism students’ experience of digital mobile phone technology and the implications for better engagement with journalism education  
Paul Bethell  
Researching student online engagement  
Rodney Carr and Pauline Hagel  
Developing face-to-face and online tutorial based collaborative learning: Evaluating an approach to enhance student engagement and the development of graduate attributes  
Gery Karantzas, Greg Tooley, Alexander Mussap and Susie MacFarlane  
Negotiating flexible learning: A tool for matching learners’ and teachers’ perceptions and expectations of flexible pedagogies  
Richard Tucker, Gayle Morris and Stuart Palmer |
| 3.20–5.00 | LT2      | EVIDENCE DRIVEN APPROACHES | Session 2  
Convenor: Dale Holt  
Benchmarking flexible education at Deakin  
Jo Coldwell  
Participation in the AUSSE at Deakin: Current and future uses of the data  
Scott Nichols  
Analysing CEQ and SETU comments using CEQuery  
Scott Nichols |
| 3.20–5.00 | LT4      | WORK INTEGRATED LEARNING | Session 3  
Convenor: Terry Timberlake  
Promoting integration between theory and practice: Supporting students to make the most of their fieldwork learning opportunities  
Helen Larkin  
Student engagement and the transfer of knowledge and skills between study and the work: Theoretical considerations and a pilot study  
John Cripps Clark  
Maximising the learning outcomes of Industry Based Learning (IBL) placements  
Dineli Mather |
| 3.20–5.00 | LT5      | COURSE-WIDE EXPERIENCES | Session 4  
Convenor: John White  
Increasing the satisfaction and retention of isolated students at Deakin University  
Janet Owens, Lesley Hardcastle and Ben Richardson  
Deakin at your doorstep: Engaging rural and regional students  
Linda Thies and Alistair McCosh  
The professional learning journey: Enhancing the learning experience through an understanding of graduate perceptions  
John White, Raylene Cooke, Kelly Miller, Andrew Bennett, Mike Weston, Desley Whisson and Janine McBurnie |
| 3.20–5.00 | LT6      | SUPPORTING STUDENTS AND STAFF | Session 5  
Convenor: Tess Knight  
Science and technology second year restart  
Janine McBurnie  
Student mentors as cultural interpreters: Exploring the use of student mentoring to support transition of new students into the Faculty of Business and Law  
Rachael Baron and Faculty of Business and Law Student Mentors  
Casual staff: Their role, their rights, and our responsibility  
Tess Knight |
| 5.00–7.00 | Library | COCKTAIL RECEPTION |  |
9.30–10.00 Foyer LT1 \hspace{3em} REGISTRATION AND REFRESHMENTS

10.00–12.00 CONCURRENT SESSIONS

Session 1 LT1 WEB 2.0

Convenor: Naomi Augar
Symposium: Teaching and learning with Web 2.0 technologies at Deakin University
Ian Warren, Tanya King, Claire Spivakovsky, Chad Whelan, Ian Clarke, Janette Grenfell, Fiona Phillips, Bernadette Walker-Gibbs, Deirdre Quinn-Allan, Adrian Bruch, Bronwyn Kirby, Stephen Segrave and Claire Macken

Session 2 LT2 WORK INTEGRATED LEARNING

Convenor: Stuart Palmer
Improving clinical placement outcomes for culturally and linguistically diverse students
Sharleen O’Reilly and Noel Roberts
All in a day’s work: Developing DVD case studies to demonstrate social work skills
Jane Maidment, Peter Lane and Sharni Credlin
Building authentic student engagement: Orienting first year trimester one students to their future careers through structured field visits
Berni Murphy
Work Integrated Learning (WIL): A working model from the field of public health and health promotion
Rebecca Patrick and Jan Moore

Session 3 LT4 CURRICULUM RELATED RESEARCH

Convenor: Marcia Devlin
Education for environmental sustainability: A cross-faculty, interdisciplinary curriculum development initiative
Rebecca Patrick
The integration of intercultural learning experiences in built environment curriculum: A scoping project for the School of Architecture and Building
Susan Ang
Working towards integrated teaching and learning support: A collaborative approach to building student engagement in learning
Tony Burch, Marie Gaspar and Viola Rosario
From the classroom to the newsroom: Expectations and realities of experiential learning in university journalism
Paul Bethell
Implementation and evaluation of team-based learning to enhance the learning and work-readiness of postgraduate specialty practice nursing students
Judy Currey, Elizabeth Oldland, Maxine Duke, Deanna Copley, Julie Considine, David Glanville and Ian Story

Session 4 LT5 PROMOTING REFLECTION

Convenor: Jude Westrup
Critical reflection: A process for generating high quality engaged learning?
Selma Macfarlane and Uschi Bay
Shock and awe: Reflexivity as a pathway for promoting student engagement (HIV/AIDS awareness case study)
Shane McIver
Off-campus teaching: Engaging the typically disengaged in first year
Dionne Holland
Fostering intrinsic motivation and student engagement through reflective journaling
Susie Macfarlane

Session 5 LT6 INTERACTIVE TEACHING AND LEARNING

Convenor: Gayani Samarawickrema
Academic baggage: Engaging students is ‘in the bag’!
Vanessa Brotto and Judy Nagy
Come dance with me: Partnering pedagogies with strategies for inclusive thought provoking classroom environments
Jeannine Moreau
Peer observation in FaST: A POTENT force in enhancing learning
Gayle Morris and Terry Timberlake
Is there anything to be learnt from the ancient universities about engaging students?
Beth Crisp

12.00–1.00 Einstein’s Café LUNCH
Library tour departs Library foyer (Building v) at 12.30
Day two  Friday 19 June 2009

1.00–2.15 CONCURRENT SESSIONS

Session 1  LT1  STUDENT ENGAGEMENT

Convenor: Jude Westrup
Panel Discussion: Enhancing student engagement in teaching and learning at Deakin University: The first year experience
Chair: Colin Mason
Claire Macken, Mandy Bishop, Janine McBurnie, Patricia Perlen and student representatives

Session 2  LT2  TEACHING AND LEARNING ONLINE

Convenor: Mary Dracup
Profile of a fully online unit for undergraduate students  Ian Warren, Marcia Macgugan and Jonathan Gould
Towards a cyberspatial pedagogy: Exploring synchronous online learning potentials  Adam Rock, Brian Wilkie, Merrilyn Hooley and Patrick Wig
Learning across latitudes: Engaging students in trans-national collaborative project  Julie Dyer, Jonathan Gould and Sintie Cheng

Session 3  LT4  RESOURCES

Convenor: Kim Atkinson
Multimedia resources: A teaching and learning experience in occupational therapy  Genevieve Pepin and Peter Lane
Learning resource corridors: An innovative teaching strategy in undergraduate nursing programs  Lorraine Mielnik, Suzanne Coulson and Sue Ireland
Showcasing Deakin University’s learning repository  Sandrine Balbo

Session 4  LT5  PARTNERSHIP AND ASSESSMENT

Convenor: Louise Laskey
An innovative partnership model to engage undergraduate students in perioperative nursing  Sandra de Rome
The chicken or the egg? Authentic assessment and intended learning outcomes: Sharing a work in progress  Helen Larkin
Assessing students using an ordered outcomes hierarchy  Helen Forbes and Deana Copley

Session 5  LT6  TEACHING AND LEARNING ONLINE

Convenor: Stephen Segrave
A journey in the development of a program in interprofessional education  Sherryn Evans, Greg Tooley, Lynne Adamson, Jane Maidment, Selma MacFarlane, Valerie Watchorn, Sharyn Milnes, Julian Pearce and Adam Walsh
Defying Napoleon: Campaign highlights in battling the tyranny of the timetable  John Carmichael
Getting lost in other worlds  Adrian Bruch

2.15–2.30 Foyer LT1  AFTERNOON TEA

2.30–4.00 LT1  PLENARY

Professor Colin Mason, Director, Institute of Teaching and Learning
Approaches to measuring student engagement: Are we asking the right questions?

Professor Marcia Devlin, Chair in Higher Education Research
Ms Lise Baker, Project Officer, Teaching Quality Indicators Project
Engaging students through excellent teaching: Deakin’s use of the AUSSE and internal expertise
Keynote 10.15–11.15

LT1 Dr Hamish Coates, Principal Research Fellow, Australian Council for Educational Research (ACER)

Engaging Students for Success: Insights from AUSSE 2008

The Australasian Survey of Student Engagement (AUSSE) aims to stimulate evidence-focused conversations about student engagement in university education. The AUSSE was run for the second time in 2008 with 29 institutions. More than 35 are participating in 2009. This keynote will review the concept of student engagement, survey key findings from AUSSE 2008, highlight innovative aspects of the assessment, and consider how learners, leaders, teachers and managers might use evidence on student engagement to enhance individual and institutional practice.

Concurrent Sessions 11.20–12.45

Session 1

LT1 Student Engagement

Convenor Jude Westrup, Institute of Teaching and Learning

Symposium: Engaging Deakin University’s international students in ongoing English language development

Symposium Leader: Lynn Morrison, Division of Student Life
Carolyn Ritchie, Deakin University English Language Institute
Marie Gaspar, Division of Student Life
Zosia Golebiowski, School of Education, Faculty of Arts and Education

Three key resources to provide students with relevant, coherent English language support prior to and throughout their enrolment at Deakin University will be presented:

Carolyn Ritchie will discuss the Deakin University English Language Institute’s (DUELI) English for Academic Purposes (EAP) pathway to Deakin University. The EAP courses build English language proficiency while developing academic skills such as critical thinking and research-based writing. Carolyn will describe some of the key challenges that Deakin University-bound students face and the ways in which these challenges are being addressed.

Lynn Morrison and Marie Gaspar will present iDeaL, Deakin University’s new English language diagnostic tool. iDeaL comprises a screening component, a diagnostic tool and corresponding language development resources. Lynn and Marie will show delegates iDeaL online, highlighting the potential for Deakin University academic staff to use and contribute to iDeaL.

Dr Zosia Golebiowski, Carolyn Ritchie and Lynn Morrison will introduce the project Addressing the on-going English language growth of international students. The aim of this multi-university Australian Learning and Teaching Council competitive grant project is to build capacity within Australian universities to address the ongoing needs of their changing cohort of students and to benefit from this in terms of greater internationalisation. Specifically it aims to improve learning outcomes for international students, to support institutions in facilitating intercultural learning, and ultimately, to secure Australia’s position within the international education community. The presentation will explicate Deakin University’s involvement in the project.

Through these presentations, delegates will gain a better understanding of these Deakin University resources and some of the ways in which Deakin University staff are working across the English language, divisional and faculty areas to enrich our students’ experience.
Session 2

LT2  Teaching and Learning Online

Convenor  Mary Dracup, Institute of Teaching and Learning

Enhancing the student experience: Online role-play in tertiary education

Sally Totman, School of International and Political Studies, Faculty of Arts and Education

The politics of the Middle East is controversial, complex and current, and always in the news. We deal with wars, terrorism, fundamentalism and even the odd unexpected assassination, not to mention with cultures very unfamiliar to the average Australian student and characters whose actions seem inexplicable. Australia has now become a major world centre for Middle East computer simulations, with a steadily growing reputation around the world.

The ‘simulation’ began as a technique of teaching Middle East politics through the Internet. In essence, it is an extended role-playing game conducted via a specially designed interface whereby students, divided into teams of two or three playing a Middle Eastern or relevant international role, will respond to a likely scenario in order to further their interests. Computer simulations are thus, in some respects, very similar to traditional role-playing games conducted via face-to-face meetings and with human runners or couriers relaying messages between the various teams. The only difference is that with the computer simulation, messages are sent via email, negotiations take place via chat sessions and the simulation website contains essential information concerning the conduct of the simulation and announcements relevant to its conduct.

Despite the extensive use of computer communication facilities, the simulations would not be classified as computer-intensive, since the computers themselves do not play roles in the game or determine outcomes. Other programs have been developed in which the computers do all role-playing and the determination of outcomes, and human input is restricted to the entering of the initial parameters. In contrast, these simulations utilise human participants to play all roles, and outcomes are also determined by human controllers, rather than by a computer program. The computer systems themselves are used only to provide the means of communication between the human players. It is important, however, not to understate the importance of the computer systems used, since it is in the use of these computer systems that this program is particularly significant and unique in many ways.

Most importantly, the Internet has removed all barriers related to distance. This means that a number of classes from different universities around the world can play a simulation together. More importantly, the simulation brings students out of the traditional classroom environment and allows them to test what they have learnt in a simulated reality. This highlights a very different approach to education. A university course generally succeeds in teaching students of and about a subject. As students attend lectures and seminars they are taught about politics, science, or whatever course they have enrolled in. Tutorials and essays attempt, in a limited way, to allow them to look at what they are learning and somehow apply that knowledge. Unfortunately, far too often these applications of knowledge are detached and dispassionate.

This interactive presentation will examine the development of the Middle East politics simulations and their outcomes and the future for online teaching of the International Relations of the Middle East (AIE154,AIE255, AIE363) through computer-aided learning.

Ready or not…What influences student engagement in a first year fully online learning experience?

Annemarie Nevill, School of Health and Social Development, Faculty of Health, Medicine, Nursing and Behavioural Sciences

Student readiness for online learning is instrumental for effective first year student engagement and satisfaction (Smith, Murphy & Mahoney 2003), and ultimately impacts upon student attrition rates at great cost to both the student and the university (Muse 2003).

The author’s experience of chairing a wholly online core faculty unit is an exercise in attempting to engage students in a learning environment that they are not ready for or are reluctant to fully embrace. Although academic achievement in this unit is not generally compromised (pass rate of
91.5 per cent in Semester Two, 2008), students are less satisfied with online learning (Summers et al. 2005), as historically evidenced through poor Student Evaluation of Teaching and Units (SETU) results.

This presentation will highlight the author’s observations and experiences of delivering the unit to 2000 first-year students per annum. It will discuss strategies used to assist students to become confident, autonomous and successful in this type of learning experience. It will also discuss the necessity to research the qualities necessary for first year student readiness for and satisfaction in participating in an online learning environment (Pillay, Irving & Tones 2007).

The author’s views will be of particular interest and importance for tertiary educators who teach online.


A comparison of student contributions to directed DSO discussions in a specific assignment task in a theory and analysis-based wholly online unit: 2007 and 2008

Niranjala (Nina) Weerakkody, School of Communication and Creative Arts, Faculty of Arts and Education

Wholly online units are generally perceived as working best for units that teach hands on processes that are directly related to professional practices with the use of simulations. This presentation is related to a wholly online unit that is theory and analysis-based from the discipline of media and communication and concentrating on media effects on audiences, which has different realities and requirements.

This study uses qualitative and quantitative content analysis to compare the types of queries posted on Deakin Studies Online (DSO) by students to staff and other students in 2007 and 2008 with reference to the overall themes addressed and their framing. It will also examine the semi-directed DSO group discussions on assigned topics, where each student was required to incorporate 200 words each of one's own and those of one's DSO group members on three different topics in their analytical essays for the same period.

The presentation will then discuss and compare the efficacy, advantages, disadvantages and challenges faced both by students and staff in this endeavour in 2007 and 2008, examine the pedagogical lessons that were learnt in 2007 and applied in 2008 and others that may be learnt for the future, in order to improve future applications of this strategy.

Session 3

LT4 Interactive Teaching and Learning

Convenor Louise Laskey, Joint Appointment, Faculty of Arts and Education and Institute of Teaching and Learning

Ask, listen, tell: Using a continuous feedback loop to enhance student engagement and foster deep learning

Berni Murphy, School of Health and Social Development, Faculty of Health, Medicine, Nursing and Behavioural Sciences

A continuous feedback loop (Welhburg 2007) between students and the teaching team was established in Introduction to Public Health and Health Promotion (HSH111) to foster student
engagement, promote deep learning (Ramsden 2003), and identify opportunities for quality enhancement in the Unit (Biggs & Tang 2007). Several strategies were implemented to achieve this outcome. In one instance, students were invited to comment on the assessment and feedback provided to them via a brief, anonymous survey on Deakin Studies Online (DSO) when assignments were returned to them. Findings from the survey were unexpected, and prompted teaching staff to immediately respond with activities designed to empower the students to resolve issues raised. In addition, this initiative afforded the teaching team the opportunity to understand and address the current cohort’s needs and concerns at the time, rather than waiting till the following year to implement unit modifications in response to less specific Student Evaluation of Teaching and Units (SETU) data. It would appear that the actual design of the survey tool and the nature of the questions raised also contributed to promoting more dynamic student engagement, consistent with research conducted by Kane et al. (2008). Insights into this and other strategies employed to create the continuous feedback loop in this unit will be presented. An evaluation of the impact on student engagement and learning will also be presented.


Enhancing student engagement through active learning activities in large science lecture classes

Kieran F. Lim, School of Life and Environmental Sciences, Faculty of Science and Technology
Gayle Morris, Office of the Dean, Faculty of Science and Technology
Danny R. Bedgood Jr, Charles Sturt University
Mauro Mocerino, Marjan Zadnik and Mark Buntine, Curtin University
Simon Pyke, University of Adelaide
Brian Yates and Michael Gardiner, University of Tasmania

Adam Bridgeman, University of Sydney

Student-centred learning techniques have been a tool in some (but not enough) lecture classrooms since their first suggestion over 40 years ago (Schwab 1963; Herron 1995; Adey & Shayer 1994; Felder, Felder & Dietz 1998). Such techniques change the dynamics of a class from one in which knowledge is delivered, to one in which knowledge is constructed.

As part of an Australian Learning and Teaching Council (ALTC) Leadership for Excellence in Learning and Teaching grant, the authors are fostering more student-centred learning in large chemistry classrooms, and developing skills as ‘learning leaders’ to help foster change in the teaching practices of their colleagues.

This presentation will describe how small-group discussion and interactions (The Franklin and Marshall College, 2009) are being implemented in relatively large (> 100 students) first year chemistry classes. Preliminary evaluations of the success (or otherwise) of this approach in enhancing student engagement and learning outcomes will be presented.


Using games to enhance student engagement and motivation in a tutorial setting

Lucinda Brown and Vanessa Brotto, School of Nursing, Faculty of Health, Medicine, Nursing and Behavioural Sciences

Within the School of Nursing we are exploring the use of interactive teaching approaches which integrate the use of games in tutorial groups. The intention of this approach is to enhance student participation and engagement, determine the application of required knowledge, and provide opportunity for informal presentation and feedback.

We are dealing with a student culture that is increasingly expecting to be entertained as they learn and who want to be challenged in their learning. They want to have some control over the decisions they make and the direction they take. Many students in higher education lack passion for their course of study and are often instead motivated by their parents, their peers or the lack of a ‘better offer’.

The challenge then becomes what approaches to education will ensure learning is more motivating, engaging and relevant to all students, while still resulting in the rigorous learning outcomes required to ensure excellence in clinical practice. Evidenced in the literature is a growing interest in the use of games and simulations to support learning, encourage student engagement and enable students to participate in advanced problem solving strategies (Howell 2005). This ‘hands-on’ presentation will discuss and demonstrate the use of games to engage students in a tutorial setting.


Session 4
LT5
Supporting Students
Convenor Dale Holt, Institute of Teaching and Learning

First steps along the professional pathway

Megan Short, School of Life and Environmental Sciences, Faculty of Science and Technology

In response to a faculty and university focus on improving retention rates as well as graduate outcomes, a core sequence of three units entitled ‘Professional pathways program’ was created for the Bachelor of Biological Science when re-accredited in 2006. One unit was placed at each year level. The first intake into the new course structure was in 2007 so now in 2009 these students are in third year and currently completing work placements as part of their third and final unit in the newly designed program. This presentation looks at how this program is fostering student engagement with the course alongside the development of generic skills, and will focus on the level one unit Essential Skills for Biology (SBB114).

‘I’m here to help’: Library and IT student rovers assisting and supporting their peers

Bernadette Lingham, Deakin University Library

The roving service, which was introduced by the Library in February 2008, employs current students as the cornerstone of just-in-time peer assistance and support within, and across, the campus libraries. In November of last year, the Library and the Information Technology Services Division (ITSD) partnered in the rover recruitment process for the one combined position of student rover to provide both IT support in computing laboratories during peak trimester periods, and information assistance in the campus libraries throughout the academic year.

This presentation will outline the nature of the service. It will address how the roving service supports and encourages student engagement on many levels, by providing regular and ongoing opportunities for student-to-student interaction, and peer support, as well as through the creation of a climate for active learning within the campus libraries. It will focus on usage and evaluation of the service, including the perspective of the student rovers themselves. Evaluation undertaken in 2008 provided data that indicates the service is well-used, and anecdotal evidence to support a view that it is well regarded and valued by students.
Faculty based supplemental instruction: Enhanced academic results and sense of well being for international business students

Jan Fermelis, School of Management and Marketing, Faculty of Business and Law

Since 1996 the Faculty of Business and Law has offered a program of supplemental instruction in the form of a Support Tutorial (ST) program, which has specifically targeted the needs of its large population of international undergraduate students. One of a suite of several support programs within the Faculty, the ST program provides additional weekly tutorials attached to specific core or professionally significant units. At the end of 2008 the ST program was reviewed and evaluated from the students’ perspective by investigating the relationship between ST attendance and academic results, and attendees’ perceptions of its usefulness. Attending students had been invited to complete an anonymous questionnaire, with the data collected later being analysed statistically, together with attendance and Weighted Average Marks (WAM) data. Analysis demonstrated that the final academic results of ST attendees were significantly higher and that attendees held overwhelmingly positive attitudes towards the program. The ST program is therefore to be acknowledged as adding significant value to the Deakin University Bachelor of Commerce degree. The implications are that the program should be continued, its promotion of the program be increased, and the program recognized as having great potential for use within Deakin University’s international marketing strategies.

Session 5

Emerging Technologies

Stephen Segrave, Institute of Teaching and Learning

Drupal? The alternative alternative!

Josephine Palermo, School of Psychology, Faculty of Health, Medicine, Nursing and Behavioural Sciences

This presentation will showcase a fully online short course that has been developed using Deakin’s alternative to DSO, Drupal-SMF. Drupal-SMF allows users to publish, manage and organise the content of a website, whilst also supporting blog-based communication, threaded discussion forums and social networking, such as the buddy list. Students are enrolled as ‘users’ of the site and are automatically notified via email when content on the site is updated. The presentation will demonstrate the functionality of this social software platform and how it has been customised to enable the delivery of a commercial short course that involves four learning modes: self-paced lectures and readings, individual, learning partner and group activities, virtual classrooms and threaded discussion forums. It will also describe the barriers faced by the presenter in the development of a commercial course with an industry partner, particularly in the context of legal, IT, administrative and academic courseware challenges.

Innovative, progressive, relevant and responsive: eLive ticks all the boxes!

Susie Macfarlane, Office of the Dean, Faculty of Health, Medicine, Nursing and Behavioural Sciences

The implementation of the Elluminate Live! (eLive) synchronous online learning space into Blackboard Vista has revolutionised the learning experience for students at Deakin University. The provision of tutorials conducted in eLive redresses historical inequities for off-campus students and enhances flexibility for the growing numbers of on-campus students who are unable to attend tutorials due to timetabling clashes, family and work demands or physical and psychological health issues. Weekly eLive tutorials have been implemented in Health Behaviour (HBS110), a compulsory, large cohort first year faculty unit with 1200 including 120 off-campus students. Tutorial content, structure and activities mirror that of on-campus tutorials. eLive sessions are recorded, providing access to students who are unable to attend. Online learning frequently acts to disrupt conventional educational approaches (Barron et al. 2005) and online synchronous discussion that is effectively facilitated fosters higher order thinking skills (Wang 2005). In HBS110 student-centred, constructivist pedagogical approaches and experiential learning activities were employed, providing opportunities for—and evidence of—student learning and skill development, and the opportunity for reassurance, positive reinforcement or corrective feedback.
A questionnaire was conducted assessing students’ patterns of use, barriers to and reasons for attending, and perceived benefits of eLive for motivation, confidence, connection to other students, and engagement with the unit. Results are presented and the capacity of eLive to provide highly active, flexible and customised learning experiences that foster a genuine, respectful and engaged learning community are discussed.


**Online Live Sim: Using avatars to enhance therapeutic communication**

Sue Rittmeyer, School of Nursing, Faculty of Health, Medicine, Nursing and Behavioural Sciences

At the School of Nursing, Deakin University, an online ‘Live Sim’ program was developed to enable students to access ‘clients’ with a variety of mental illnesses in order to enhance their communications skills and knowledge in a secure non-threatening environment. This program aims to assist students to interact with clients experiencing mental illness, by practising in a virtual environment.

Within the Live Sim program, ‘actors’ provide standardised responses within the computer based program. The students select from a range of interview questions. These questions then elicit a response from the client appropriate to the question, followed by coaching from a psychiatric nurse. This program allows students to experiment with their communication style and receive appropriate responses. Students are able to engage in the activity as often as they wish. Additionally, they receive a transcript of their interaction which is used in tutorials to develop reflective practice skills. A short exemplar interview of best practice communication strategies is also viewed in tutorials followed by group discussion with students.

Advantages associated with simulation training include the capacity of the actor as simulated patient to reproduce a standardised persona, with whom the student interacts, with the opportunity for feedback and correction of ineffective communication (Nestel et al. 2002; Yoo & Yoo 2003; Rosenzweig, Clifton & Arnold 2007) without the undesirable artificiality (and the consequent lack of engagement) that accompanies ordinary student role-play.


Session 1

LT1 Technology Related Research Briefings

Convenor Susie Macfarlane, Office of the Dean, Faculty of Health, Medicine, Nursing and Behavioural Sciences

The virtual maternity clinic: Rationales and processes for its development

Diane Phillips, Maxine Duke, Anne Hepner, Cate Nagle, School of Nursing, Faculty of Health, Medicine, Nursing and Behavioural Sciences

Denise Patterson, Eastern Health

Glenn McNolty, Peter Lane and Ian Fox, Knowledge Media Division

The objectives of the Virtual Maternity Clinic (VMC) include the engagement of students in active learning about the care of women during early pregnancy and to prepare them for professional practice as midwives. Students enrolled in midwifery courses (undergraduate and postgraduate) currently have limited access to placements in maternity services to support their professional learning.

The VMC, using Deakin Studies Online (DSO) as a platform will include video clips, avatars and interactive learning activities. Key concepts of the VMC encompass ‘effective communication’ and ‘culture’ underpinned by the conceptual framework of ‘woman-centred care’.

Students will be monitored during Trimester 2, 2009 for frequency and duration of use of the VMC and where they will have access to four characters, each presenting with various health issues during early pregnancy. They will be invited to evaluate their experience of this resource.

As a teaching and learning resource, it is expected that the VMC will better prepare students in the art and science of providing evidence informed pregnancy care and increase their engagement in professional practice during their placements. The VMC can be developed to include a suite of programs incorporating the care of women during late pregnancy, labour and birth; and the time after birth.

Journalism students’ experience of digital mobile phone technology and the implications for better engagement with journalism education

Paul Bethell, School of Communication and Creative Arts, Faculty of Arts and Education

This project provides the first detailed information of the digital mobile phone use of first year journalism students. A new generation of journalists use mobile phones as portable digital newsgathering and communications devices. Educators need to teach these skills but lack an evidence base for the skills of incoming cohorts of students in the use of digital mobile phone technology.

Three annual questionnaire surveys of first year journalism students were conducted asking about the range and extent of their use of the digital technology on their mobile phones. Most students took photos with their mobile phones (89 per cent in 2007, 96 per cent in 2009) and many sent them from their phones (53 per cent in 2007, 47 per cent in 2009) or posted them online (17 per cent in 2007, 33 per cent in 2009). Many took video on their phones (72 per cent in 2007 and 71 per cent in 2009) and growing numbers accessed the internet on their mobile (43 per cent in 2007, 53 per cent in 2009).

These findings inform journalism educators seeking to update teaching practices and curricula to better equip students for future careers. Educators can harness and develop these inherent skills with mobile phone technology to enhance student engagement in their teaching and learning of journalism.
Reseaching student online engagement
Rodney Carr, Deakin Business School, Faculty of Business and Law
Pauline Hagel, School of Management and Marketing, Faculty of Business and Law

The research will investigate the nature of students’ online engagement at Deakin University and examine relationships between student engagement, academic performance and satisfaction. The main objective is to identify aspects of online learning that relate to student engagement, but are not captured by the existing instrument used in the Australasian Survey of Student Engagement (AUSSE).

Deakin is one of many institutions now using the AUSSE. The AUSSE questionnaire is based on a very similar instrument from North America, the National Survey of Student Engagement (NSSE). Both the AUSSE and the NSSE survey students about their involvement in study activities and the conditions they experience at university (Kuh 2001). However, the AUSSE/NSSE measures are based largely on research related to campus-attending, undergraduates in North America (Chen, Gonyea, & Kuh 2008). A question therefore arises about how well the AUSSE captures the engagement of off-campus and online students. It is a particularly important question for a university such as Deakin that makes extensive use of online learning.

We use focus groups of students to identify activities that signify engagement. Preliminary findings suggest that the online environment can enhance student engagement by providing activities that allow for students to learn by trial and error or in simulated environments and by providing more immediate feedback. It is not yet clear if these correspond to gaps in the AUSSE.

The research will lead to a better understanding of how students engage online and the relationships between online and face-to-face engagement. The findings will have implications for improving teaching practice.


Developing face-to-face and online tutorial based collaborative learning: Evaluating an approach to enhance student engagement and the development of graduate attributes
Gery Karantzas, Greg Tooley, Alexander Mussap and Susie MacFarlane, School of Psychology, Faculty of Health, Medicine, Nursing and Behavioural Sciences

In this presentation, we report on the development, trial and future evaluation of a semi-structured problem-based collaborative learning approach to tutorials. The tutorial approach draws on the Bigg’s (1990) 3P model of constructive alignment, problem-based learning approaches and Roschelle and Teasley’s (1995) concept of the ‘Joint Learning Space’. The goal of this approach is to assist health and social science students in the development of Deakin Graduate Attributes.

Community health and social issues are being increasingly addressed through interdisciplinary approaches. As a result, graduates are required to demonstrate exceptional critical thinking, problem-solving and interpersonal skills to work with a wide array of stakeholders. In response to this demand, we have developed and will trial and evaluate.

To be trialled in trimester two of 2009, the tutorial approach will require students to navigate a different case study during each tutorial aided by a workbook that will comprise a series of questions that will guide the groups in developing shared meanings, goals and strategies in working through each problem-based task. In this presentation, we will outline this tutorial approach, provide examples of the workbook content, discuss our plan for evaluation and expected outcomes.

We expect that this tutorial-based approach will assist students in developing Deakin Graduate Attributes associated with working in interdisciplinary teams, increasing opportunities for deep learning.
This approach will foster the development of Deakin Graduate Attributes, and in the development of best practice in on campus and off campus tutorial teaching.


Negotiating flexible learning: A tool for matching learners’ and teachers’ perceptions and expectations of flexible pedagogies

Richard Tucker, School of Architecture and Building, Faculty of Science and Technology

Gayle Morris, Office of the Dean, Faculty of Science and Technology

Stuart Palmer, Institute of Teaching and Learning

This project will articulate the meaning of ‘flexible’ learning in the context of the School of Architecture and Building (A+B). It will also establish a process for negotiating student and teacher flexibility demands. This matching process will bridge the gap between student expectations of flexibility and their teacher’s willingness and ability to provide that flexibility within the limits of the pedagogical context and available teaching resource.

This project addresses a startling miscommunication between Deakin and its students that sees student perceptions of teaching at Deakin as largely unaware of Deakin’s stated goal of becoming a national leader in flexible education. This miscommunication is symptomatic of a schism that threatens this goal; namely, the mismatch between student’s expectations of flexibility and the willingness and ability of teachers ‘at the coal face’ to be able to provide that flexibility within the limits imposed by finite resources and the pedagogic demands of knowledge exchange.

The tool that will be developed in this project builds upon a well cited flexible teaching design process first posited by Nikolova and Collis (1998). This is a two-phase process that entails the phase-1 mapping of flexibility dimensions to inform generic flexible unit profiles leading to phase-2, the adaptation for flexibility of a course’s teaching units.

In this project, trimester one teacher and student questionnaires will utilise the two matrices (via seven units) to match the flexibility demands of teachers and students to inform two generic unit types common to most A+B courses:

i) A lecture-based unit; and

ii) A studio-based (PBL) unit.

Likert scale evaluations of the nineteen flexibility dimensions, mapped against learning choices for each unit type, will inform the nexus. A focus group will evaluate the two generic unit profiles.

The possible implications for this project include:

• Advance Deakin’s goal of being a national leader in flexible education with a model that directly engages with the complexity of such a notion from both student and staff perspectives, and that has a practical outcome in terms of unit/course renewal;

• The process of matching flexibility and the development of generic models of flexible learning could inform other unit/course renewal processes - both within the Faculty of Science and Technology and other Faculties;

• A systematic matching process that better manages learners’ expectations in relation to flexible learning ‘may’ contribute to overall perceptions of good teaching, and therefore to improved SETU of poor performing units; and

• Greater preparedness of our graduates in A+B to meet the changed and changing nature of work, through an explicit process of articulating understandings of flexibility and in engaging students in learning experiences that model variety and adaptability.

Evidence Driven Approaches

Dale Holt, Institute of Teaching and Learning

Benchmarking flexible education at Deakin

Jo Coldwell, School of Information Technology, Faculty of Science and Technology

Since the institution wide introduction of WebCT Vista in 2003, academics and students at Deakin University have grown to accept that e-technologies can and do add value to the learning experiences through the provision of easily accessible resources, opportunities for communication and collaboration with staff as well as between students, and various functionality not necessarily available in a face-to-face environment, thus providing flexibility to students as to when, where and how they complete their studies. Since 2003, acceptance and adoption has continued rapidly with many units and courses including online components well beyond the basic level of ‘onlineseness’ originally prescribed. Further, the portfolio of e-technologies has become quite extensive adding to what is now, basic functionality of the Learning Management System.

In line with these developments the University’s Teaching and Learning Functional Area Plan (2008) provides a definition of flexible education and the University has committed to benchmark its activities and performance in flexible education against national and international partners.

Given that, operationally, Information and Communication Technologies are key enablers of the various forms of flexibility valued by staff and students at Deakin, it was determined to focus the benchmarking exercise on the University’s performance in e-learning. This facilitated the use of the Australasian Council on Open, Distance and E-Learning (ACODE) benchmarks for e-learning in universities.

The benchmarks cover the following areas:

- Institution policy and governance for technology supported learning and teaching;
- Planning for, and quality improvement of the integration of technologies for learning and teaching;
- Information technology infrastructure to support learning and teaching;
- Pedagogical application of information and communication technology;
- Professional staff development for the effective use of technologies for learning and teaching;
- Staff support for the use of technologies for learning and teaching;
- Student training for the effective use of technologies for learning; and
- Student support for the use of technologies for learning.

This presentation will report on the outcomes of stage one of the benchmarking project, an internal investigation of Deakin’s performance against the ACODE benchmarks. Areas of good practice and areas requiring attention will be highlighted. Some recommendations for improved practice will be suggested.

Participation in the AUSSE at Deakin: Current and future uses of the data

Scott Nichols, Planning Unit

In 2008, Deakin University decided to participate in the Australasian Survey of Student Engagement (AUSSE) for the first time. The AUSSE provides a wealth of data and potential analysis on many levels, including: internal analysis of the various scales and specific learning activities measured for different cohorts of participants; a general comparison of results with nominated benchmark groups and national outcomes; and more detailed analysis of specific results that might indicate a significant strength or concern for Deakin respondents relative to comparative outcomes.

Deakin has decided to participate again in the AUSSE in 2009, which will allow for trend analysis of the data and to evaluate if actions made to address specific issues have made an impact, although this is likely to take more than one year to take effect.

Given that the Bradley Review makes a specific recommendation about participating in the AUSSE from 2009 and reporting annually on the findings, it is important that Deakin utilises the data to its fullest extent. This includes: the further development of university and faculty based reports; potential integration with the Teaching Performance Incentive Fund; and specific data provision and analysis for institutional research or academic research purposes.
Analysing CEQ and SETU comments using CEQuery

Scott Nichols, Planning Unit

In 2008 the Planning Unit, in conjunction with the Institute of Teaching and Learning, undertook to analyse the qualitative comments received to the Course Experience Questionnaire (CEQ) using the CEQuery software developed specifically for this purpose. The software uses a data dictionary to search comments for specific words and phrases and then categorises these comments into specific domains and sub-domains.

Given that the CEQuery software analyses qualitative comments that are posed in the ‘best aspects - needs improvement’ dichotomy, the Planning Unit also analysed comments made to the Student Evaluation of Teaching and Units (SETU) using the software.

The results of this analysis have been compiled into a series of summary reports at the university and faculty level. Whilst these reports are useful, the real value of this analysis is in the use of the CEQuery software, which provides graphical presentation of the results at various levels of disaggregation—including the ability to ‘drill down’ to the specific comments made which were ‘scored’ to the relevant domain or sub-domain.

This session will provide an overview of the software and its capabilities looking at both a subset of CEQ and SETU data.

Session 3

LT4 Work Integrated Learning

Convenor Terry Timberlake, Institute of Teaching and Learning

Promoting integration between theory and practice: Supporting students to make the most of their fieldwork learning opportunities

Helen Larkin, School of Health and Social Development, Faculty of Health, Medicine, Nursing and Behavioural Sciences

Health professions have a long history of embedding practicums or fieldwork experience into mandatory higher education programs. With a current focus on work integrated learning across a broad range of courses, universities are increasingly required to demonstrate how these programs contribute to graduate attributes and promote a graduate work force that is work ready. It is important, therefore, for work-based learning and classroom learning to be closely integrated (Biggs & Tang 2007) and that fieldwork experience be seen as an integrated component of the curriculum, “rather than as a bolt on experience” (Patrick et al. 2008, p. vi).

In this context, the challenge for teachers is to assist students to be able to integrate theory with practice and to view fieldwork as a learning opportunity in the same way as classroom-based learning. The Fieldwork Learning Model (Larkin & Hamilton, in press) has been developed to assist students to: identify the factors that influence their learning during fieldwork education; explore how their skills and knowledge and attributes influence their personal learning opportunities and outcomes; and, facilitate their reflection on the actions they can take to make the most of the learning opportunities provided while on placement.

This model is being used to promote reflective practice (Kember et al. 2008) in a fieldwork unit in occupational therapy. It aims to enhance students’ experience of work integrated learning and provide a pathway for addressing the need identified by Patrick et al. (2008) to promote work integrated learning pedagogy that facilitates transformative learning.


**Student engagement and the transfer of knowledge and skills between study and the work: Theoretical considerations and a pilot study**

John Cripps Clark, School of Education, Faculty of Arts and Education

This presentation uses a socio-cultural activity theory perspective to investigate theoretical and empirical elements of students’ engagement and the horizontal (between theoretical and practical) and vertical (between different contexts) transfer of knowledge and skills as they move between the academy and the workplace. Activity theory emphasises the importance of the tools we provide students crossing the boundary between study and work and the social context in which this transfer occurs (Guile & Young 2003; Van Oers 1998).

In education, students consistently perceive that what they learn in university is not relevant to their classroom teaching. If we accept that students’ university studies are useful to professional practice then this can be understood as a failure of the curriculum or as a failure of students to perceive transfer from the academy to the workplace (Lockett, Kerr & Robinson 2008).

Programs aimed at addressing the transfer of knowledge and skills from the academy to the workplace include placement of students in the workplace while still studying. This study surveyed 50 pre-service primary education students before and after practicum to explore their perception of the transfer of knowledge and skills from a primary science education unit to their teaching during the practicum and highlights the extent to which students attribute engagement to successful transfer and the need for a more nuanced theory of transfer and systematic research.


**Maximising the learning outcomes of Industry Based Learning (IBL) placements**

Dineli Mather, Office of the Dean, Faculty of Science and Technology

Work integrated learning in the form of discipline specific industry placements provides a wide range of learning opportunities for students. Typically, students focus on learning outcomes that are closely aligned to their discipline and see the placement as an opportunity to put into practice what they have learnt in their course, develop specific skills and knowledge, and learn about the range of career opportunities available to them. However, feedback from industry suggests that students often neglect to recognise the opportunities industry placements provide to develop a broader range of skills that are critical to succeeding in the workplace, one of the essential components of this skill set is career development learning.

The Faculty of Science and Technology IBL program places as much emphasis on teaching students the essentials of Career Development Learning (CDL) as it does on discipline specific learning outcomes and increasing career awareness. The CDL is approached in three stages:

- Prior to starting the placement – Workshop, SWOT analysis and goals setting;
- During the placement – Cycle of goal management, reflection and self evaluation, feedback from industry supervisor and revision of goals; and
- On completion of the placement – Reflective evaluation of the placement experience covering goals, learning outcomes and the impact of the placement on future directions (in report and presentation format).
Session 4

**LT5**

**Course-wide Experiences**

**Convenor**
John White, Joint Appointment, Faculty of Science and Technology and Institute of Teaching and Learning

*Increasing the satisfaction and retention of isolated students at Deakin University*

Janet Owens, School of Health and Social Development, Faculty of Health, Medicine, Nursing and Behavioural Sciences

Lesley Hardcastle and Ben Richardson, School of Psychology, Faculty of Health, Medicine, Nursing and Behavioural Sciences

Data provided in the 2006 Student Equity Audit indicated that Deakin University’s students in remote areas had an attrition rate of 26.4 per cent compared to a rate of 15.4 per cent overall. While there has been research into the provision of ‘distance’ and ‘off-campus’ education, both in relation to technology and to curriculum, little attention has been given to the experiences of students studying in geographically remote locations, where the remoteness has been an aspect of investigation. The Faculty of Health, Medicine, Nursing and Behavioural Sciences initiated a project in 2007 to identify factors that relate to successful retention of isolated students. Funding for the project was provided by the Access, Equity and Equal Opportunity Sub-committee of Deakin University’s Planning and Resource Committee.

The students recruited for this project were undergraduate and postgraduate students from remote locations around Australia who had studied at Deakin University between 2003 through to 2007. They were interviewed by telephone and asked about their experiences as isolated students. The three key issues identified were a sense of isolation, the attitudes and knowledge of the teaching staff; and students’ knowledge and use of learning technologies.

This presentation describes the project, its rationale, method and findings. The key recommendations will be presented.

*Deakin at your doorstep: Engaging rural and regional students*

Linda Thies, Division of Student Life
Alistair McCosh, Office of the Pro Vice-Chancellor (Rural and Regional)

The access rate to higher education for young people from rural and regional areas is low, and has dropped further in recent years. A new project, entitled ‘Deakin at Your Doorstep’, aims to address the systematic generational disadvantage suffered by rural and isolated people in relation to access to higher education, and to improve the attractiveness, accessibility and perceived relevance of higher education to these young people and their families. Deakin at Your Doorstep involves the development of an innovative two year Associate Degree award, which will be delivered both on campus at Warrnambool, and in conjunction with selected TAFE partners. Much of the off-campus course delivery will be offered at Deakin Learning Centres, which will be established at the TAFE campuses as part of the Deakin at Your Doorstep initiative. The course provides an introduction to the foundations of a discipline or several disciplines, as well as the development of the academic skills required for university study and generic employment related skills. This presentation will outline a multi-disciplinary approach to the process of planning a new course, which aims to engage students who may doubt their ability to succeed in tertiary study or who are disadvantaged because of their location in rural and regional areas.
The professional learning journey: Enhancing the learning experience through an understanding of graduate perceptions

John White, Raylene Cooke, Kelly Miller, Andrew Bennett, Mike Weston, Desley Whisson and Janine McBurnie, School of Life and Environmental Sciences, Faculty of Science and Technology

Universities provide a learning journey, training students to become practising professionals in their chosen field. As university educators one of our roles is, therefore, to ensure that students are job-ready professionals upon course completion; and it is essential that we provide a learning experience that provides students with the appropriate knowledge and skills for their future careers.

Developing relevant and innovative university courses is a complex and often difficult task. This is particularly true when developing environmental science courses because the breadth of the discipline means there is a vast array of potential subject material and course content. Additionally, there is a high diversity of students entering these courses, each with associated course expectations and aspirations. A third consideration when developing courses is employer standards and expectations, and how these integrate with the learning experience and expectations of graduates at course completion.

As tertiary educators we face the challenge of developing innovative environmental science courses that are academically challenging, but meet the expectations of students, staff and potential future employers. To ensure that we meet this challenge it is vital that we determine the expectations of all relevant parties (students, staff, and potential employers) and develop our courses accordingly.

Knowledge relating to these expectations is vital, particularly when designing courses, developing specific unit (subject) content and undertaking marketing and course information sessions. With this knowledge we can be confident that students enrolling in environmental science will, to a large extent, have their expectations met and be highly employable on course completion. Once in the workplace, our students will serve as ‘ambassadors’ for Deakin University.

This seminar will present a summary of key results from our Strategic Teaching and Learning Grant Scheme project research examining employer and graduate perceptions of environmental science courses.

Session 5

LT6

Supporting Students and Staff

Convenor

Tess Knight, Joint Appointment, Faculty of Health, Medicine, Nursing and Behavioural Sciences and Institute of Teaching and Learning

Science and Technology second year restart

Janine McBurnie, School of Life and Environmental Sciences, Faculty of Science and Technology

Previous experience has shown that second year students can sometimes face difficulties returning to study. In the United States this is referred to as ‘Sophomore Slump’. The ‘slump’ refers to a loss of engagement with college or university life. The idea of a ‘slump’ was suggested by Furr and Gannaway (1982) who suggest that during the second year of study students may experience a period of confusion and uncertainty. Students may feel that they receive less attention in their second year, even though they face many new challenges. For example, making decisions relating to the professional direction they are hoping to follow, moving out of home, and ongoing financial pressures.

In 2009, all students going into their second year and studying the Bachelor of Environmental Science at Deakin University, Melbourne campus at Burwood were invited to be part of the ‘Second Year Restart Day’. The students were invited to attend a one-day workshop to re-introduce them to university life, to provide them with strategies to help them face potential challenges, and gave them the opportunity to talk to professional Environmental Scientists. The day helped to re-engage students to Deakin University and to their chosen profession.

Student mentors as cultural interpreters: Exploring the use of student mentoring to support transition of new students into the Faculty of Business and Law

Rachael Baron, Academic Support and Transition Programs, Faculty of Business and Law

Faculty of Business and Law Student Mentors

One of the scale descriptors of the Australasian Survey of Student Engagement (AUSSE) that has been identified is the ‘Supportive Learning Environment’. Group peer learning or mentoring when managed well can contribute to this and facilitate a sense of connected community which in turn can improve the student experience and this presentation will highlight this (Topping 2005).

This showcase presentation will start with a brief overview of the suite of programs (and pilot programs) supporting student mentoring as a teaching and learning strategy including:

• A Faculty wide student mentor program at both Undergraduate (UG) and Postgraduate (PG) levels across courses;
• PG and UG Student Drop in Stations; and
• Peer Assisted Study Sessions (PASS).

The second half of this presentation will focus on the faculty’s experience: the strategies the Program Manager and Coordinator have used to engage students in these programs and the opportunities these types of programs present in supporting partnerships between various stakeholders within the faculty and across the university to enhance the student experience.

These programs are part of a broader faculty teaching and learning initiative to coordinate a faculty integrated model of student support. The presenters will draw on student feedback and student testimonials to demonstrate student engagement within these programs.


Casual staff: Their role, their rights, and our responsibility

Tess Knight, Joint Appointment, School of Psychology, Faculty of Health, Medicine, Nursing and Behavioural Sciences and Institute of Teaching and Learning

In this diverse student climate, enhancing student engagement in teaching and learning is a challenge; one worthy of our continued efforts. The development of the higher educational context with which students become involved must continue if we are to be responsive to the changing needs. In our attempt to provide an environment conducive to engagement and life long learning, we have, at times, overlooked some of our rich resources. Casual or sessional academic staff members have long been part of the educational context at Deakin University, but often with little recognition of the role they play in student engagement. This proposal is aimed to gain an opportunity to share with colleagues the strategies we use to implement a holistic approach to good practice in learning and teaching whereby casual staff, unit chairs, lecturers, and tutors are responsible for, and engaged with all aspects of unit or course they are employed in. This impacts strongly on responsiveness of students and staff alike, creating an environment that invites learning to occur. Three casual academic staff members (two of whom are new to teaching at Deakin and one of whom has been employed as a casual staff for some years) will join Tess Knight in a narrative style presentation to tell of their experiences in learning and teaching.
Session 1

LT1  Web 2.0
Convenor  Naomi Augar, Institute of Teaching and Learning

Symposium: Teaching and learning with Web 2.0 technologies at Deakin University
Ian Warren, Tanya King, Claire Spivakovsky, Chad Whelan and Ian Clarke, School of History Heritage and Society, Faculty of Arts and Education
Janette Grenfell, Fiona Phillips and Bernadette Walker-Gibbs, School of Education, Faculty of Arts and Education
Deirdre Quinn-Allan, Adrian Bruch and Bronwyn Kirby, School of Communication and Creative Arts, Faculty of Arts and Education
Stephen Segrave, Institute of Teaching and Learning
Claire Macken, Joint Appointment, School of Law, Faculty of Business and Law and Institute of Teaching and Learning

Many Deakin University staff across various disciplines use Web 2.0 technologies in teaching and learning alongside the standard presence they will have in Deakin Studies Online (DSO). Applications range from popular social software platforms such as Facebook, My Space and Twitter, to more immersive learning platforms including Second Life and other three-dimensional virtual environments (3dves). Although many of these initiatives are exploratory, and generally undertaken by staff willing to experiment with new technologies, they are underpinned by a sophisticated and emerging pedagogy, which recognizes that students want to be proactive in their learning, by sharing knowledge, contributing to the building of digital infrastructure, and using multi-media tools to display their work.

There are two elements to this symposium. The first is to showcase some of the uses of Web 2.0 technologies currently invoked by Deakin University staff, and in that regard to outline the effectiveness of these applications in producing meaningful teaching and learning outcomes. The second involves venturing into more uncharted waters, by using this forum as a means to discuss and debate some of the unanswered questions arising from Web 2.0 technologies, in a context where Deakin University will be revising its digital teaching and learning infrastructure to accommodate new modes of functionality, curriculum delivery and student exposure to emerging technologies. In this respect, questions relating to access, regulation and governance, staff training and how to promote meaningful teaching and learning in Web 2.0 technologies will be examined.

Session 2

LT2  Work Integrated Learning
Convenor  Stuart Palmer, Institute of Teaching and Learning

Improving clinical placement outcomes for culturally and linguistically diverse students
Sharleen O’Reilly, School of Exercise and Nutrition Sciences, Faculty of Health, Medicine, Nursing and Behavioural Sciences
Noel Roberts, School of Medicine, Faculty of Health, Medicine, Nursing and Behavioural Sciences

The number of Culturally and Linguistically Diverse (CALD) students within health professional training programs is high and continues to grow. This diversity has created a challenge to create an appropriate learning environment that extends to placement providers.

To develop appropriate strategies to assist with placement progression, using focus groups on the reported barriers and enablers that CALD students experience on placement.
Qualitative analysis was conducted following seven focus groups (14 students from dietetic, nursing and social work programs; and 12 placement supervisors). The main themes to emerge were differences in learning and teaching styles; identification of individual learning needs; models of care; organisation and structure of placements; language; communications and interpersonal relationships; knowledge of local culture, demography and systems; and pastoral and daily living issues.

Recent developments around cultural competency in health care and an internationalisation approach to education provided a context for our approach. The findings suggest that the strategies used should be student-centred and aim to promote awareness of difference and its impacts and then develop appropriate responses by both learner and teacher. Potential strategies to improve student placement experience and outcomes were identified.

**All in a day’s work: Developing DVD case studies to demonstrate social work skills**

Jane Maidment, School of Health and Social Development, Faculty of Health, Medicine, Nursing and Behavioural Sciences

Peter Lane, Knowledge Media Division

Sharni Credlin, Social Work Student

Using PowerPoint and DVD illustrations ‘All in a day’s work’ tells the story of the work we do as educators, practitioners, filmmakers and students, while engaging in teaching and learning. In this presentation we trace the conceptual and technical scaffolding in developing a video resource based on the ‘reality’ of improvised dialogue. The resource is designed for teaching social work students ways to communicate with clients. The aims of the project were threefold. First, to demonstrate how real practitioners address contemporary issues with clients in different contexts, focusing on notions of diversity and rurality. Second, to prepare students to use filmed role-plays for self evaluation and analysis. Third, to demonstrate the ‘thinking aloud’ process from client and practitioner perspectives.

Using short video clips from case studies, we highlight the integration of discipline specific knowledge with a creative spirit to address strategic teaching and learning imperatives. The resulting product is critiqued by a student user of the product, reflecting upon how the video ‘triggers’ have contributed to her view of social work practice. We conclude by summarising how this project in teaching and learning innovation reflects the Deakin University mission.

**Building authentic student engagement: Orienting first year trimester one students to their future careers through structured field visits**

Berni Murphy, School of Health and Social Development, Faculty of Health, Medicine, Nursing and Behavioural Sciences

When teachers create learning environments that are perceived by students as being authentic (i.e. relevant to the real world), the students are more likely to engage with the content, learning activities and assessment (Dunn 1994; Barab et al. 2000). Students in Introduction to Public Health and Health Promotion (HSH111) undertake a structured field visit to interview practitioners about the work they do and the challenges they face, as well as the skills, knowledge and attributes they need to do that work. Students prepare for the field visit during tutorial activities designed to rapidly bring them up to speed with the terminology and key concepts they will encounter during the visits. Students negotiate the type of visit (i.e. work focused on project work, research, policy, health advocacy, community development, etc.) and the setting (i.e. metropolitan face-to-face visit or rural or international phone ‘visit’) of most interest to them from a list of options. They share their diverse experiences with peers during informal tutorial feedback sessions. A three-phase reflective practice assessment for this task aims to further engage students with their professional context (Boud & Falchikov 2006). This presentation will report on the practical strategies used to optimise this rich student experience (including the reflective practice assessment strategy), and findings from an evaluation of student responses to this initiative.


Dunn T. G 1994, ‘If we can’t contextualise it should we teach it?’, *Educational Technology Research and Development*, vol. 42, no. 3, pp. 83–92.
Work Integrated Learning (WIL): A working model from the field of public health and health promotion

Rebecca Patrick and Jan Moore, School of Health and Social Development, Faculty of Health, Medicine, Nursing and Behavioural Sciences

This session will highlight our Work Integrated Learning experience and research as educators in the discipline of public health and health promotion (PHHP). In this session we shall showcase how we use WIL and associated teaching strategies (i.e. reflective journaling, authentic assessment) in preparing undergraduate students to be public health and health promotion practitioners. We shall reflect on our teaching approach to public health and health promotion practice and discuss the importance of linking pedagogy and practice in this discipline to prepare students for the challenges of their professional life. Finally we shall highlight the broader set of capacity building strategies, i.e. partnership development, leadership and organisation development, which are necessary at a course and school level to ensure the success of our WIL curriculum.

Session 3

LT4 Curriculum Related Research

Convenor Marcia Devlin, Chair in Higher Education Research

Education for environmental sustainability: A cross-faculty, interdisciplinary curriculum development initiative

Rebecca Patrick, School of Health and Social Development, Faculty of Health, Medicine, Nursing and Behavioural Sciences

The aim of the 2009 Strategic Teaching and Learning Grants Scheme (STALGS) funded research project is to stimulate the progress of integrated, interdisciplinary curriculum in the area of environmental sustainability through the construction and trialling of a set of learning modules which can be accessed by students in all faculties.

This project responds to growing concerns about the environment and will equip graduates with skills and knowledge to tackle environmental issues, enhancing their employability and their ability to make a positive contribution to sustainability. These modules will help students understand environmental issues from the perspectives of a diverse range of disciplines and to appreciate the complex problems of sustainability and responses to them.

The research design and methods include:

a) Students - Comparing pre-and-post survey responses from all students who participate in the modules (trimester two 2009) to measure their effectiveness and learning outcomes. Students will also be invited to attend a focus group on completion of the module to explore further the effectiveness of the modules; and

b) Project Teaching Staff and Reference Group - Focus groups will be undertaken with participants who designed the modules to determine the key teaching and learning outcomes of the curriculum and to reflect on the processes associated with design and implementation of the new modules.

Whilst cross-faculty and inter-disciplinary curriculum design and teaching is initially resource intensive, the short and long term outcomes for students include improved graduate employability and for Deakin teaching and learning a framework for progressing interdisciplinary teaching in this area of global relevance.

This project could lead into the creation of an interdisciplinary unit which will give students (future employees) an understanding about sustainability issues from the perspective of a diverse range of disciplines and to appreciate the complex problems of sustainability and responses to them. There is potential to develop relationships with industry partners that will in turn provide benefits for students and employers through Industry Based or Work Integrated Learning opportunities and the wider community in future research around environmental sustainability.
The integration of intercultural learning experiences in built environment curriculum: A scoping project for the School of Architecture and Building

Susan Ang, School of Architecture and Building, Faculty of Science and Technology

This project is an approved Teacher Performance Incentive (TPI) funded project as part of Faculty of Science and Technology Teaching and Learning led by Associate Dean Teaching and Learning, Professor Malcolm Campbell. It will identify extent and nature of intercultural learning experiences and to investigate future opportunities that may be better integrated into the built curriculum environment curriculum offered by the School. The rationale for the research is to improve and enhance staff and student learning outcomes towards the development of intercultural competence, as part of a holistic and integrated approach for a true realisation of internationalisation recommended by Leask, 2008 and reflected in Deakin University’s Strategic Plans 2009-2012.

A multi-dimensioned investigation of the School’s formal curriculum will be conducted involving the following components:

- Unit review using unit guides, unit descriptions and a project specific unit review matrix tool involving staff interaction and possibly staff focus groups; and
- An investigation of intercultural learning experience models external to the School but within Deakin.

The value of intercultural competence will be brought to the forefront of built environment educators through an understanding of key issues that impact or influence intercultural learning outcomes. It is expected that increased opportunities and access for integrated intercultural learning experiences can be developed and adopted by the School to enable further research of learning outcomes which enhance student engagement with teaching and learning at Deakin University.


Working towards integrated teaching and learning support: A collaborative approach to building student engagement in learning

Tony Burch, Deakin Business School, Faculty of Business and Law
Marie Gaspar, Division of Student Life
Viola Rosario, Division of Student Life

International postgraduate students face complex issues in adapting to the learning environments and expectations of Australian universities. How can Faculty academics work with academic language and learning specialists to promote student engagement in learning? In this STALGS project the Unit Chair of a core Accounting unit and Language and Learning Advisers explored learner-centred approaches to integrating teaching and learning support.

Student engagement in learning depends on interrelated factors:

- Systemic issues at the institutional level and beyond;
- The learning design of the unit; and
- Student approaches to learning.

This multifaceted investigation included:

- Direct interventions to encourage at-risk students to engage in appropriate learning strategies;
- A questionnaire and focus groups to explore the student experience of learning in the unit; and
- A review of the learning design of the unit, including the assessment regime and online and other resources.

Directing individuals to support services was found to be of limited effectiveness, but exploring how students approach learning suggested ways of addressing issues and needs across the cohort. Options included changes to the unit assessments and resources; Peer Assisted Study Sessions (PASS); and exam writing workshops. These strategies used together have the potential to promote greater student engagement.
Student engagement can best be fostered with a whole of university approach that addresses systemic considerations, unit design as well as student approaches to learning. Those with responsibility for leading teaching and learning within the University need to consider ways of facilitating a co-ordinated institution-wide approach.

**From the classroom to the newsroom: Expectations and realities of experiential learning in university journalism**

Paul Bethell, School of Communication and Creative Arts, Faculty of Arts and Education

This study investigated the expectations that journalism employers and students have of newsroom work placements and the extent to which these expectations are being fulfilled. The study sought a proper evidence base to identify key issues and areas for improvement, following informal feedback about problems with student engagement in these workplace learning opportunities.

Qualitative interviews were completed with four employers and six students about work placements in newspaper, TV and radio newsrooms. Interviewees were asked about their experiences and for advice on how best to prepare for newsroom work placements.

Both employers and students identified key areas for enhancing student engagement. These included improved preparation and advice, and more information about expectations and duties. Employers felt strongly that work placements were “an extended job interview” and that students who presented as ‘job-ready’ would be earmarked for future employment.

The study has resulted in a new study guide for the Journalism Internship unit with extensive quotes and advice from the interviewees. A handbook on ‘How To Get a Job in Journalism’ has also been written. The Journalism staff members are also working on further ways of identifying, coaching and supporting students to improve pathways to jobs.

**Implementation and evaluation of team-based learning to enhance the learning and work-readiness of postgraduate specialty practice nursing students**

Judy Currey, Elizabeth Oldland, Maxine Duke, Deanna Copley, Julie Considine and David Glanville, School of Nursing, Faculty of Health, Medicine, Nursing and Behavioural Sciences

Ian Story, Office of the Dean, Faculty of Health, Medicine, Nursing and Behavioural Sciences

Team-based learning (TBL) is a new learner-centred educational strategy using self-managed cooperative learning groups. The focus during TBL classes is application of knowledge rather than coverage of curriculum. The School of Nursing, supported by the Strategic Teaching and Learning Grant Scheme (STALGS), is undertaking a trial implementation to appraise the impact of TBL on learning outcomes and student engagement within a cohort of postgraduate specialist critical care nursing students.

On course completion, critical care nurses must demonstrate high levels of professional competence in challenging multi-disciplinary environments. TBL has been shown to improve student learning and engagement, independence, outcomes, and work-readiness without the need for the increased teaching resources usually associated with small group teaching. TBL has been adopted internationally by several medical and business programs in preference to problem-based learning.

Evaluation will involve pre and post survey testing of student attitudes toward group-based learning along with direct observation and recording of student dynamics during class.

It is anticipated that TBL will improve students’ level of engagement with learning. As a result, TBL is likely to improve students’ abilities to independently and inter-dependently identify, source, and acquire the knowledge and resources necessary to meet the requirements of specialist critical care practice.

The use of TBL is expected to further develop the skills, knowledge, attitudes, and clinical performance of graduates. In doing so, it is anticipated that Deakin University School of Nursing will firmly be established as the educational provider of choice for critical care nurses in Victoria.
Session 4

Promoting Reflection

Jude Westrup, Institute of Teaching and Learning

Critical reflection: A process for generating high quality engaged learning?

Selma Macfarlane and Uschi Bay, School of Health and Social Development, Faculty of Health, Medicine, Nursing and Behavioural Sciences

Critical reflection in social work is explicitly taught as an ongoing professional skill in one of the fourth year units. Students are encouraged to select an event or incident from their first field placement to reflect on from a number of different theoretical perspectives, including poststructuralism (Fook 2001; 2002). In class students present their selected incident, reflect on how they have made sense of it and in dialogue with other students explore commonly held assumptions (Ramsden 1992). This process is often “transformative in that learners become aware and critical of their own and other’s assumptions” (Mezirow 1997, p. 10). These classes reflect Bell Hook’s (1989) approach to teaching, where she describes the focus as “staff and students working together to explore the real world”. By using various theoretical lenses and many specific examples drawn from students’ “lived experience”, students practise how to recognise “frames of reference and using their imagination to redefine problems from a different perspective” (Mezirow 1997, p. 10). Their learning is contextual, invites peer collaboration and develops “autonomous thinking through challenging points of view and habitual ways of thinking” (Mezirow 1997, p. 5; Lynch 2005). In this paper we will illustrate how this approach facilitates students’ active engagement in learning.


Shock and awe: Reflexivity as a pathway for promoting student engagement (HIV/AIDS awareness case study)

Shane McIver, School of Health and Social Development, Faculty of Health, Medicine, Nursing and Behavioural Sciences

This session considers the potential for reflective practice to promote student engagement among a third year Health Sciences cohort. Research pertaining to student engagement is an emerging area, mostly considering first year student experience (McInnes et al. 2000). Therefore, knowledge gaps exist pertaining to the experiences of third (final) year students.

Ethics approval was sought and obtained for examining student engagement with Contemporary Health Issues (HSH313), a subject which considers the role of the media in relation to the delivery of health information (i.e. fact versus fiction), with the ultimate aim to improve the unit’s capacity for teaching and learning. Congruent with Frederick’s et al. (2004) notion of student engagement as a ‘metaconstruct’, delivery of this unit enlisted multiple strategies to explore “… mutual listening, reciprocity, and dialogue but conducted in a willingness to change” (Barnett 2003, p. 253). Whilst drawing on three key antecedents informing student engagement [i.e. quality of effort (Pace 1979), involvement (Astin 1993; Astin 1979), and documenting practices (Gamson 1991)], one of the principle strategies guiding delivery and assessment was an emphasis on reflective practice (Harris & Bretag 2003). As such, it was of interest to examine whether reflective practice has the capacity to increase student engagement and if so, how that might manifest.

This session will focus on the experiences encountered and lessons learned during the delivery of information on HIV/AIDs, when students self-identified a disturbing lack of knowledge pertaining to this contemporary health issue, and how student feedback facilitated opportunities for deeper
learning. Pertinent multiple strategies and initiatives implemented throughout the study period will be showcased and discussed, including references to online surveys, Votapaedia, enlisting drama students to role-play scenarios devised by the student tutorial groups (informed by the Theatre of the Oppressed pedagogy), and the development of a new television segment ‘On the Couch’; a vehicle for interviewing various stakeholders and posted on Deakin Studies Online (DSO).

Astin, AW 1979, Four critical years: Effects of college on beliefs, attitudes and knowledge, Jossey Bass, San Francisco.


McInnes, C, James, RH & Hartley, R 2000, Trends in the first year experience in Australian universities, Department of Education, Training and Youth Affairs, Canberra.

Pace, CR 1979, Measuring outcomes of college: Fifty years of findings and recommendations for the future, Jossey Bass, San Francisco.

**Off-campus teaching: Engaging the typically disengaged in first year**

Dionne Holland, School of Health and Social Development, Faculty of Health, Medicine, Nursing and Behavioural Sciences

Traditionally students enrolled in off-campus mode have been harder to engage in the learning process given their location and other commitments. Often this is accepted as the ‘norm’ as too are their lower range in marks when compared to their on-campus peers. In many instances off-campus students are taught through uni-model approaches (i.e. students working through the study guide in their own time). This style works well for deep learners, but is disengaging for surface learners (Ramsden 2003). Understanding Health (HBS107) is a Faculty-wide first year unit with approximately 100 off-campus students. Due to size and location (Australia and internationally), this cohort was previously left to complete the unit in their own time and students often approached content in ‘chunks’ when assessment was due. This often led to poor marks as this foundation unit required a scaffolding approach to learning throughout the trimester. After redevelopment this cohort is now more engaged, with positive Student Evaluation of Teaching and Units (SETU) data and anecdotally marks are increasing to mirror the range awarded to their on-campus peers. This presentation will demonstrate the multiple methods used to engage this group; how to deliver engaging online tutorials; encouraging all students to participate in Deakin Studies Online (DSO) discussion and attend weekly eLive sessions.

**Fostering intrinsic motivation and student engagement through reflective journaling**

Susie Macfarlane, Research Fellow, Scholarly Teaching and Learning, Office of the Dean, Faculty of Health, Medicine, Nursing and Behavioural Sciences

Learning experiences that foster student engagement are those that enhance students’ intrinsic motivation, relate to life outside university, and facilitate a sense of ownership (Paris & Paris 2001; Phan 2007). Reflective journals also engage students by guiding them to examine who they are, how they behave, and what they think, feel and believe, and to derive meaning from their experiences and reflections (Palmer 1998; Pavlovich, Collins & Jones 2009; Schön 1991). These strategies were applied in the design of a weekly reflective journal task analysing progress in a health behaviour plan introduced in Health Behaviour (HBS110) in 2007. In 2008, the task was refined to enhance academic challenge and nurture students’ self-regulated learning. Students were provided with a framework to evaluate and improve the effectiveness of their health behaviour planning, and with weekly questions guiding them to analyse their own health
behaviour practice in relation to each week’s course content. In the final post students report on their learning during the task. Students’ self-reported learning outcomes include deep learning of health behaviour concepts and skills, high levels of engagement and intrinsic motivation, and the development of critical thinking, planning and learner self-management skills. Many students also report transformative experiences, and profound changes in their beliefs and behaviour. Approaches that foster student engagement are described, and self-reported learning outcomes in 100 student posts are thematically analysed and findings presented.


Phan, HP 2007, An examination of reflective thinking, learning approaches, and self-efficacy beliefs at the University of the South Pacific: A path analysis approach, Educational Psychology, vol. 27, no. 6, pp. 789–806.


Session 5

Interactive Teaching and Learning

Gayani Samarawickrema, Institute of Teaching and Learning

Academic baggage: Engaging students is ‘in the bag’!

Vanessa Brotto, School of Nursing, Faculty of Health, Medicine, Nursing and Behavioural Sciences

Judy Nagy, Deakin Business School, Faculty of Business and Law

This creative and fun session will illustrate impediments to learning from the perspectives of both staff and students. We focus upon the ‘learning baggage’ that a student brings with them and the ‘teaching baggage’ that academics bring along too. This ‘baggage’ consists of many experiences that have shaped our approach to teaching and learning. However, the baggage often also contains ‘barriers to learning’ for both parties which can hinder student engagement. Examples of these barriers may include previous learning and teaching experiences, anxiety, expectations of student and academic roles etc. Many academics and students are unaware of these impediments but they impact upon the way we teach and the way students learn.

Robinson and Kakela (2006) state that in order for us to teach effectively, academics need to find out about their students’ learning preferences and thus, their ‘baggage’. Recognising and accepting where staff and students are coming from will provide us with the context for sharing a few successful strategies for student engagement that have proven to be successful from both Nursing and Business perspectives.

As part of a process of understanding where teaching and learning has been and how academics can ‘value-add’ to teaching in the current climate, we will unpack the ‘baggage’ and suggest some lighter teaching tools for the bag which are more learner-friendly.


Come dance with me: Partnering pedagogies with strategies for inclusive thought provoking classroom environments

Jeannine Moreau, School of Nursing, Faculty of Health, Medicine, Nursing and Behavioural Sciences

The presentation and discussion will draw from courseware structured to complement creation of vibrant engaging learning environments plump with myriad opportunity for inclusive and transformative learning. It will be informed by development of fourth year ‘blended learning’ courseware based on philosophies of student-centred learning and embodied knowing, critical, feminist, and radical pedagogies. There will be theoretical and experiential explanation of how
this courseware supports co-created learning within multi-dimensional learning environments. Theories underpin rationales and explanations about classroom dynamics and tensions, in particular, the juxtaposition of meeting institutional subject requirements with co-created learning. Strategies balance notions of power dynamics within teacher and student relationships with concepts of shared responsibility, equity and inclusivity in the classroom. One such strategy is ‘porous moments’, whereby teachers recognize and judiciously take up ‘moments’ of incongruity, ambiguity, ambivalence in class discussion to allow emergence of experiential uncertainties, creating space for engaging students’ multiple realities. It means weaving student ideas and musings with unit subject matter to foster space for novel and imaginative ways of thinking new possibilities within predetermined course and unit goals. The presentation will invite discussion about creating theory-informed courseware coherent with inclusive teaching and learning practices, strategies, tactics and enriched environments that stretch the mind and deepen transformative learning.

Peer observation in FaST: A POTENT force in enhancing learning
Gayle Morris, Office of the Dean, Faculty of Science and Technology

POTENT or ‘Peer observation of teaching: Engaging new teachers’ is a developmental model of professional learning for academic staff new to teaching in higher education in the Faculty of Science and Technology (FaST), and one of the key outcomes of a recent Strategic Teaching and Learning Grant Scheme (STALGS) project (Morris, Campbell & Timberlake 2008). While recognized as a ‘cornerstone of academic scholarship’, peer observation is not prominent in higher education policy or feature strongly in academic practice (Harris et al. 2008). That said empirical work, e.g. Bell (2001; 2005); and Kohler, Crilley and Shearer (2007) raise a number of benefits including enhancement to teaching practice, greater confidence and the potential to shift individuals’ thinking about learning and teaching. Within FaST peer observation is a powerful tool through which to assist new teachers to attend to models of practice that enhance the overall student experience, including greater engagement in the learning process.

Central to the model is the development of leading teachers within FaST and the Institute of Teaching and Learning to undertake observational work. The process is supported by an experientially based ‘observer development workshop’ and a number of templates designed to ensure a consistent approach to developmental peer observation. This presentation introduces participants to the model, the thinking behind the model and resources.

Harris, KL, Farrell, K, Bell, M, Devlin, M & James R 2008, Peer review of teaching in Australian higher education: A handbook to support institutions in developing and embedding effective policies and practices, Centre for the Study of Higher Education, The University of Melbourne and Centre for Educational Development and Interactive Resources, University of Wollongong.

Is there anything to be learnt from the ancient universities about engaging students?
Beth Crisp, School of Health and Social Development, Faculty of Health, Medicine, Nursing and Behavioural Sciences

In the ancient universities, an element of individual tuition was the norm. This remains in contemporary universities in the supervision of Higher Degrees by Research (HDR) and honours theses and in some aspects of practicum supervision and university liaison in many professional degrees. However, for many undergraduates large classes are the norm, with little or no personal contact with teaching staff unless there are specific issues for which the student seeks assistance (McKeachie 2002). With some large first year units having enrolments of up to 1500 students per year, it is not surprising that commencing students often feel alienated by the university experience. In a recent study of first year university students, one third were
not confident that at least one member of the teaching staff knew them by name (Krause et al. 2005). Many attempts which are promoted for the engagement of first year students involve high-tech solutions, but these fail to recognise that what many school leavers value are personal relationships (Loranger 1997). This paper describes the experience and of scheduling individual meetings with all first year on-campus students in one of Deakin Universities’ smaller first year units, and discusses both the benefits and implications of adopting this approach.


Concurrent Sessions 1.00–2.15

Session 1

LT1 Student Engagement

Convenor Jude Westrup, Institute of Teaching and Learning

Panel discussion: Enhancing student engagement in teaching and learning at Deakin University: The first year experience

Chair: Colin Mason, Institute of Teaching and Learning

Claire Macken, Joint Appointment, School of Law, Faculty of Business and Law and Institute of Teaching and Learning

Mandy Bishop, Division of Student Life

Janine McBurnie, School of Life and Environmental Sciences, Faculty of Science and Technology

Patricia Perlen, Deakin University graduate and current first year tutor, current Melbourne University postgraduate student

Student representatives

This panel discussion will include the following themes: teaching strategies embedded as part of a designed, integrated and co-ordinated first year program, expanding on the transition blueprint of Nelson, Kift, Humphreys & Harper 2006, working within a transition pedagogy (Kift, 2008) and implementing an institutional-wide program of collaborative engagement.

To facilitate discussion, Claire Macken, Janine McBurnie and Mandy Bishop will present their views on the common theme of strategies for the purpose of student engagement in the first year, for a period of 10 to 12 minutes per presenter.

The Chair and each student will then provide a brief response and summary of their views as to student engagement and the various issues raised by the presentation. Panel members will then join with the Chair and students for a facilitated discussion in a question and answer session with the audience.


Session 2

LT2  Teaching and Learning Online

Convenor  Mary Dracup, Institute of Teaching and Learning

Profile of a fully online unit for undergraduate students

Ian Warren, School of History Heritage and Society, Faculty of Arts and Education
Marcia Macgugan, Division of Student Life
Jonathan Gould, Knowledge Media Division

Workplace Transitions in the 21st Century (AIX391), is a fully online unit comprising four curriculum modules. Two have been prepared by the Division of Student Life (DSL) and provide students with informed strategies to reflect on their undergraduate learning in light of their career aspirations, and develop appropriate skills in self-management and marketing, careers research and strategic decision making. The remaining two modules are “discipline specific”, allowing students to develop more targeted careers analysis and decision making skills by navigating various theoretical and practical issues associated with current job markets, strategic networking and awareness of the occupational hazards in the field of criminology and several other social science disciplines.

The development team has been conscious to embrace recognised principles of online learning to challenge students intellectually, to provide for incremental forms of assessment, to expose students to the use of various forms of electronic media in delivering core content, and to improve the overall capacity and confidence of students to engage with a range of digital communication technologies. This presentation provides an outline of this process, with specific emphasis on three assessment tasks which culminate in the requirement for students to digitally record a PowerPoint presentation through eLive to document how they would approach searching and marketing themselves in their preferred career. As the Student Evaluation of Teaching and Units (SETU) results for Semester Two, 2008 results demonstrate, this unit was amongst the 20 most favourably evaluated units offered by the Faculty of Arts and Education across the board, with students placing a high value on the technical innovations and instructions we provided, the range of assessments and the level of patience exercised in exposing students to a range of new and often challenging technologies.

Towards a cyberspatial pedagogy: Exploring synchronous online learning potentials

Adam J. Rock, Brian Wilkie, Merrilyn Hooley and Patrick Wig, School of Psychology, Faculty of Health, Medicine, Nursing and Behavioural Sciences

It has been a quarter of a century since William Gibson (1984) coined the term cyberspace in his seminal science fiction novel Neuromancer. Subsequently, a proliferation of online teaching technologies have emerged supporting Virilio’s (1991) contention that, “time and space have ceased to function as meaningful dimensions to human thought and action.” The aim of this presentation is to discuss and demonstrate the innovative modification of an online, synchronous learning environment, Elluminate Live! (eLive), which allows participants to transcend the spatial dimension. Specifically, we present an example of good practice which aimed to enhance student engagement by implementing a structured online tutorial series which replicated the entire first year psychology on-campus tutorial series in the eLive environment. We discuss Student Evaluation of Teaching and Units (SETU) results which support the utility of this pedagogic strategy. Finally, we outline various challenges for the virtual teacher who wishes to implement a structured learning program in the eLive environment.

Gibson, W 1984, Neuromancer, Ace Books, New York, USA.
Virilio, P 1991, The aesthetics of disappearance, Semiotext(e), New York, USA.
Learning across latitudes: Engaging students in trans-national collaborative project

Julie Dyer, School of Education, Faculty of Arts and Education
Jonathan Gould, Knowledge Media Division
Sintie Cheng, Institute of Teaching and Learning

This presentation discusses Learning across Latitudes — a trans-national collaborative project that joined education students from Australia, with students in Denmark and Malaysia in 2008. Learning across Latitudes project gave students an authentic learning experience in the unit Teaching in a Global World. Given one of the challenges for teacher education is to help students develop understanding of cross cultural issues (Darling-Hammond, 2005), Learning across Latitudes responded to assisting students to see beyond their own confines to learn in a global classroom. The platform used was a Drupal-SMF site: www.deakin.edu.au/alt/edsmf/latitudes/ developed by Deakin University. Accompanying the site were readings, two CDs introducing students in Malaysia and Australia. The site based on Web 2.0 technology meant little trouble for students posting into discussion forums with 116 students in 13 forums posting 365 messages. During week one, students introduced themselves and discussed their reasons to become teachers, qualities of a good teacher and the issues facing teaching in their country. In week two students discussed what it means to be a good citizen. The forums increased students’ awareness of conversing with English as second language students.

Implications from Learning across Latitudes suggest possibilities for teacher education as responsive to global interconnections, technological change and building ‘global’ teacher education program.


Session 3

Multimedia resources: A teaching and learning experience in occupational therapy

Genevieve Pepin, School of Health and Social Development, Faculty of Health, Medicine, Nursing, and Behavioural Sciences
Peter Lane, Knowledge Media Division

Enhancing students’ engagement in their learning journey has been identified in the literature as a central aspect of teaching and learning (Biggs & Tang 2007). In a course such as occupational science and therapy, functional knowledge and professional education represent an important part of the curriculum. Biggs and Tang (2007, p. 135) discuss the importance of developing teaching and learning activities that will “put knowledge to work with particular reference to professional contexts”. It is with this in mind that within the occupational therapy program, two interactive CD ROMs were developed in collaboration with Knowledge Media Division. This presentation covers the development and integration into teaching, of one of these CD ROMs, as a strategy to engage students in their learning experience towards creating and maintaining sound therapeutic relationships in the context of mental health practice. It will also present the background and philosophy of visual media CD ROM being used in teaching and learning and demonstrate how this resource attempts to promote functional learning and aims to develop deeper approaches to learning. Feedback gathered from students will illustrate the effects this new teaching and learning activity had on their learning outcomes.

**Learning resource corridors: An innovative teaching strategy in undergraduate nursing programs**

Lorraine Mielnik, Suzanne Coulson and Sue Ireland, School of Nursing, Faculty of Health, Medicine, Nursing and Behavioural Sciences

Constructivist theorists assert that knowledge construction does not come solely from didactic instructional approaches but from personal experiences, prior knowledge, and informal learning opportunities.

This paper describes the development and implementation of an innovative teaching and learning strategy, which sought to improve student engagement through the use of ‘Learning Resource Corridors’ within the School of Nursing at Deakin University. The learning corridors made use of ‘existing space’ notably waiting areas where undergraduate students gathered prior to classes. These areas were dull, uninspiring, and underutilised as a learning space. The utilisation of this ‘space’ could create opportunities to engage and enrich the students learning through informal and spontaneous learning opportunities.

In developing the learning corridors, a thematic examination was made of the Deakin’s School of Nursing undergraduate program. Themes were identified that were amenable to conceptual learning along a continuum ranging from the simple to the complex. The staff used their ingenuity and originality outside the sphere of the classroom to present a topic, such as wound management. Layers of complexity were built, integrating horizontal themes of skills and knowledge relevant to each year level and incorporating vertical themes such as evidence based practice.

The learning corridors have provided an alternative learning space that acknowledges the different styles and ways in which students learn. The corridor displays have been extended to include student led and designed work. Students have been observed reading the learning materials and anecdotal evidence supports that informal learning has occurred. Further research on this innovative strategy is required.

**Showcasing Deakin University’s learning repository**

Sandrine Balbo, Knowledge Media Division

This presentation describes the business requirements and adopted solution supporting a digital learning resource repository to be shared across faculties at Deakin University. We define a digital learning resource as a digital item such as an image, a video clip, a webpage or in fact any document used by academics in the delivery of their teaching strategies.

Currently Deakin University does not have a single point for storing and managing digital learning resources. Digital learning resources are stored in a variety of means and in a variety of locations within faculties and other areas such as desktop computers and various file servers or resource folders. Academics are often unaware of the existence of learning resources that they would find useful within their teaching strategies. Consequently there is duplication of effort recreating content that already exists, and missed opportunities to leverage existing resources to improve teaching strategies and student outcomes.

The solution adopted at Deakin University rests on The Learning Edge International’s Equella product, a digital repository that incorporates learning objects, learning content management and integrated content authoring. The originality of this implementation resides in the suite of learning resource collections supporting a variety of business objectives. This includes a collection for managing third party materials including electronic readings, a commons collection for highly reusable cross-disciplinary resources, and a ‘resource exchange’ where academics can contribute and self-manage resources and optionally include them in specific named sub-collections for specific purposes.

This implementation will allow the University to:

- Capture and preserve core learning resources produced by University staff to ensure that they remain available to the University as staff move into new roles or leave;
- Allow academic and other University staff to find and access digital learning resources that may be useful or relevant to their work within the University. This includes the ability to reuse digital learning resources, and to adapt them to new learning contexts. These resources include those produced by staff of the University and those used under licence or by permission from third parties; and
Manage access to third party learning resources used under licence or by permission to ensure compliance with the conditions of use of the licence or permission.

The Deakin Learning Repository enables the University to realise many benefits, including:

- Improved ability of staff to find and access the University's high quality media assets and course materials;
- Improved management of the University’s intellectual property in course materials and reduced compliance costs;
- Improved management of third party materials and reduced compliance costs; and
- Retention and preservation of the University’s intellectual property when staff members move on.

This presentation describes the full story behind the initial release of the Deakin Learning Repository.

Session 4

**LT5**

**Partnership and Assessment**

**Convenor**  
Louise Laskey, Joint Appointment, Faculty of Arts and Education and Institute of Teaching and Learning

*An innovative partnership model to engage undergraduate students in perioperative nursing*

Sandra de Rome, School of Nursing, Faculty of Health, Medicine, Nursing and Behavioural Sciences

Perioperative nursing refers to the care of patients before, during and after surgery. The specialised area of perioperative nursing practice is not offered to all undergraduate students studying nursing in Australia.

An aging population and the increasing age of nurses in current practice, compounded by a worldwide shortage of specialist perioperative nurses, require innovative measures to attract nurses to the operating suite. A perioperative nursing elective, studied either in second or third year during the Bachelor of Nursing degree, is offered to students across three campuses at Deakin University.

Operating room doors are opened and students are introduced to the rewarding and interesting career path of perioperative nursing. This unit provides an opportunity for undergraduate students to experience specialised nursing in a collaborative and welcoming environment. Theoretical learning is linked to clinical perioperative practice, based on the Australian College of Operating Room Nurses’ standards and competencies. Various teaching strategies are implemented to stimulate students and maximise their exposure to perioperative nursing.

Small groups of students attend a functioning operating suite at Warrnambool, Geelong or Melbourne Hospitals to undertake four comprehensive perioperative workshops. The workshops are conducted by a dynamic group of perioperative nurse experts to enable students learn the fundamental principles of operating room and post-anaesthetic nursing. This learning provides scaffolding for students to build on their skills and knowledge as they progress through the unit. Studying within an authentic environment enables students gain an appreciation of the complexity of surgery, the need for asepsis, and the importance of empathising with patients undergoing surgery. Students also complete a detailed perioperative workbook, a preceptored, perioperative clinical placement, a reflective journal and several assessments.

Collaborative partnerships have been carefully established with operating suites across Victoria, and open communication between perioperative team members and Deakin University staff, contribute to a student experience that is considered both relevant and fascinating. Operating suite managers, educators and preceptors support undergraduate education. Students regularly comment that they felt engaged and part of a collegial, multidisciplinary team during their clinical experience and this is supported by positive Student Evaluation of Teaching and Units (SETU) results.

Many students studying this elective choose a graduate year that includes an operating suite rotation, and some choose to pursue a perioperative nursing career and postgraduate studies.

Provision of perioperative nursing theory and experience, presented within a realistic environment by clinical experts, is an effective model to introduce undergraduate students to perioperative nursing.
**The chicken or the egg? Authentic assessment and intended learning outcomes: Sharing a work in progress**

Helen Larkin, School of Health and Social Development, Faculty of Health, Medicine, Nursing and Behavioural Sciences

Contemporary theories of teaching focus not on attributing blame to students for poor performance, or believing that student learning is a function of what the teacher does (Biggs & Tang, 2007). Instead, there needs to be a focus on transformative learning as characterised by a focus on what the student does and whether or not they have achieved the outcomes that teachers intended.

In this context, the development of intended learning outcomes and corresponding aligned assessment tasks and teaching activities is increasingly being considered as vehicle through which more students can achieve deeper levels of learning and understanding (Biggs & Tang 2007). The approach to assessment and its role in influencing student learning (Bloxham & Boyd 2007) is a core component of this.

Within the occupational therapy program, an intention to review the assessment tasks across this undergraduate course, soon realised the need to recognise the importance of an aligned curriculum in which the intended learning outcomes clearly describe what it is that the student needs to be able to do and how it will be assessed. This presentation describes the work undertaken so far by the occupational therapy program, in developing a whole program approach to aligning curriculum with authentic assessments. The paper discusses the way in which this is being undertaken, reflections thus far and future strategies and aims.


**Assessing students using an ordered outcomes hierarchy**

Helen Forbes and Deana Copley, School of Nursing, Faculty of Health, Medicine, Nursing and Behavioural Sciences

Exams are highly valued and commonly used to assess student knowledge. Exam design typically includes question types such as multiple choice, short or long answer questions. Biggs and Tang (2007) report, however, that exams may have a negative effect on student learning with students taking a surface approach to learning, and relying on memorizing unconnected facts rather than engaging deeply with learning materials.

Biggs and Tang (2007) state that assessment tasks should support student achievement of the intended learning outcomes and can be best facilitated by appropriate exam structure. A rubric aligned to intended learning outcomes was used to assess student learning in a particular course of study. The exam was designed using an ordered outcome approach. The order of questions for each topic reflects the Structure of Observed Learning Outcomes (SOLO) taxonomy (Biggs & Tang 2007). Exam outcomes will inform the teaching team about the extent of learning and effectiveness of teaching. Information gained will facilitate revision of future teaching strategies to maximise student engagement in learning through an optimal level of academic challenge and clear scaffolding of skills and knowledge.

A journey in the development of a program in interprofessional education
Sherryn Evans and Greg Tooley, School of Psychology, Faculty of Health, Medicine, Nursing and Behavioural Sciences
Lynne Adamson, Jane Maidment, Selma MacFarlane and Valerie Watchorn, School of Health and Social Development, Faculty of Health, Medicine, Nursing and Behavioural Sciences
Sharyn Milnes, School of Medicine, Faculty of Health, Medicine, Nursing and Behavioural Sciences
Julian Pearce, School of Nursing, Faculty of Health, Medicine, Nursing and Behavioural Sciences
Adam Walsh, School of Exercise and Nutrition Sciences, Faculty of Health, Medicine, Nursing and Behavioural Sciences

One of the many complexities associated with the delivery of high quality health care is that it requires effective collaboration of numerous health professionals. As such, the training of future health professionals in interprofessional collaboration is recognised internationally as an important issue. As a national leader in the education of health professionals, the Faculty of HMNBS at Deakin has been keen to address this aspect of student education. There were, however, significant challenges in organising interprofessional education (IPE) with obstacles including the geographical distribution of students over four different campuses and off-campus, timetable and professional placement clashes, inequalities in student numbers across six different courses, a mix of undergraduate and postgraduate students, workload and accreditation requirements and varied content of the different disciplines proving to be particularly problematic.

This presentation will describe the journey in addressing these barriers during the development of a unit in IPE for psychology, social work, occupational therapy, nursing, medicine and dietetics students. This presentation will also outline the two key distinguishing features of this unit, including being wholly online (utilising Deakin Studies Online (DSO) and eLive) and focusing on interprofessional case management.

Defying Napoleon: Campaign highlights in battling the tyranny of the timetable
John Carmichael, School of Law, Faculty of Business and Law

This paper outlines three projects undertaken by the writer to use audio and related materials to give students greater flexibility in when and where core learning tasks are attempted. Maslow’s hierarchy of needs is discussed as providing a theoretical imperative for flexibility in learning opportunities, and the impact on the writer in the early 1970s of Donald Bligh’s “What’s the Use of Lectures?” is identified as a specific stimulus for the first of the three projects reviewed here. The research literature and national and international interest generated by the second and third stages of these projects is discussed, and recent research (Taylor 2009) is used to invite discussion amongst delegates on matters such as the merits of dedicated lecture recordings compared to ‘Lecture style’ live-capture for students unable to attend the lecture in person. It is hoped that there may be opportunity to briefly demonstrate what can be achieved by the use of a simple and free editing tool. Finally one concern raised by all three projects will be addressed—namely whether the flexible delivery approaches outlined are at best a sub-optimal substitute for attendance when and where the timetable dictates.

Day two  Abstracts

**Getting lost in other worlds**
Adrian Bruch, School of Communication and Creative Arts, Faculty of Arts and Education

Reliving the journey inside the computer screen through some of the ‘worlds’ of computer entertainment, this presentation will utilise footage from games and a variety of online worlds in an attempt to convey a small fraction of the satisfaction and learning experience that our students have come to expect from their immersion in entertainment like World of Warcraft, Second Life etc.

It will also feature wry observations of wasted time and technical support and how one can maintain the pace of being at the bleeding edge while striving for good teaching practice. If you ever wanted to pilot a ‘podracer’ on Tattooine, wander through the ships graveyard of Medieval 2 or fly above Grand Theft Auto San Andreas, or just know why your students seek to escape, then this presentation is for you.

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**Plenary  2.30–4.00**

**LT1**

**Professor Colin Mason, Director, Institute of Teaching and Learning**

**Approaches to measuring student engagement: Are we asking the right questions?**

In higher education, what constitutes high quality teaching and significant learning are contested territories. Attempts to measure teaching quality and student learning have led to the use of incentive-related schemes for (relative) performance in a range of dimensions associated with these surveys. In Australia, much (desirable, in many ways) institutional effort has been devoted to excelling and (recently) improving scores in the Course Experience Questionnaire (CEQ) and the Graduate Destination Survey (GDS) which have been used to distribute a national financial reward for teaching quality measures, the Learning and Teaching Performance Fund (LTPF).

Measuring quality in teaching, learning outcomes and the student experience is difficult. The funding and decision making processes that now hinge on the outcomes of such programs prompts reflection: Are we asking the right questions? This keynote will reflect on the notion of CEQ and GDS as well as internal surveys such as Deakin’s Student Evaluation of Teaching and Units (SETU) as ‘measures’ for determining quality. Finally, use of the Australian Survey of Student Engagement (the AUSSE), and its recently introduced companion staff survey approaches to measuring student engagement will be explored as an introduction to the Teaching Quality Indicators initiative.

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**Professor Marcia Devlin, Chair in Higher Education Research**

**Ms Lise Baker, Project Officer, Teaching Quality Indicators Project**

**Engaging students through excellent teaching: Deakin’s use of the AUSSE and internal expertise**

Focusing on the dimension of student engagement, Deakin University has been involved in the Teaching Quality Indicators (TQI) project since 2008 and has administered the Australasian Survey of Student Engagement (AUSSE) since 2008. This brief presentation will provide an overview of the outcomes from the TQI for Deakin. We will introduce a number of resources developed from the TQI that are aligned with scales from the AUSSE and draw on existing innovative teaching practice of Deakin staff. We will invite staff and students to make use of, and contribute to the ongoing development of, these resources.
Thank you for attending the Teaching and Learning Conference

The Institute of Teaching and Learning welcome your feedback and would appreciate you taking a few moments to complete the survey enclosed in this booklet. Copies of the survey are also available from the registration desk. Please return your survey to the registration desk, a session convenor or Institute of Teaching and Learning staff member.